Instrument for the evaluation of socioemocional skills in higher education

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Introduction

At present days, there is a latent concern about the development and the admeasurement of competences and socioemotional skills, or non-cognitive (communication, motivation, autonomy, perseverance, self-control, resilience, collaboration and creativity, among others) in all of education levels [1,2]. Specifically in courses of technological base, such as Engineering, flaws are observed in the formation of non-cognitive competences in the construction of new knowledges, communication, autonomy, team work and resolution of problems in a collaborative way [3]. This work developed a lifting instrument of evaluation of socioemotional skills in students of the Superior Teaching, in which was chosen the Social Instrument Emotional Health Survey Higher Education (SEHS-HE) already validated in the United States [4]. In order to allow the application in Engineering courses in Brazil, the questionnaire passed by a content evaluation from a translation process for the Portuguese language, in which the best translation of the questions was chosen by a team of professors of several areas of the knowledge.

Socioemotional Skills

In the century XXI, the search for an education with more social, political and ideological approach has been promoting the inquiries and the use of active and collaborative methodologies of teaching-apprenticeship, which intend to resignify the paper of the teacher and of the students in the process of construction of the knowledge in the different education contexts [5]. The methods of active involvement of the students in courses of the areas of science, technology, engineering and mathematics has been presenting bigger efficiency in school performance of the students of the superior education, which demands a collaborative profile with more frequency [6]. In specific in the area of the engineering's, there is a necessity of formation of cognitive and non-cognitive/socioemotionals abilities both for understanding of basic concepts, which is the base of the academic intellectual formation, how much for the problems resolution, being the acting of the engineer in his different specialties, as emphasized in National Curricular

Directives of the Degree Course in Engineering - Resolution CNE/CES 11, of the 11th of March, 2002 [7]. Among the works connected with the development and admeasurment of the socioemotional skills it is possible to quote the work of Furlong et al. [4] which developed and validated, during a period of 18 months, an instrument of evaluation of the socioemotional health in individuals of the superior teaching called SEHS-HE. Based on the concept of covitality, which describes the empirical observation that positive human aspects have a tendency to be considered joined, the questionnaire is consisted by 48 questions of multiple choice, distributed in 13 sessions which approach four different nucleuses (Box 01).

Box 1 -Nucleuses valued at the SEHS-HE

Nucleuses	Nucleuses Attibutes
Belief in itself	Self-efficacy Persistence Self-consciousness
Belief in others	Family Support Institutional Support Peer Support
Emotional Competence	Cognitive Reassessment Empathy Self-regulation
Engaged Life	Gratitude Enthusiasm Optimism

Source: Furlong et al. [4]

Methodology

From the American version of the instrument Emotional Health Survey Higher Education (SEHS-HE), a process of translation and content analysis was carried out in order to allow the future application of the socioemotional questionnaire in Brazilian students of the Engineering courses [4].

Three different translations, made available by the Google Forms platform, were evaluated by ten specialized professors from the areas of Psychology, Law, Engineering, Physics, Architecture and Statistics, in order to obtain the best Portuguese translation.

The questionnaire, in its Brazilian version, retained the same structure as the original instrument (48 questions divided into 13 sections), since the content analysis pointed out as relevant all the points addressed to the Brazilian context.

Results

The questions about socioemotional skills were translated into Portuguese using a process of choosing the best translation by a team of professors from several areas of knowledge. Below you can see the process of choosing the best translation of one of the questions (Figure 01)

Figure 01- Process for choosing the translation of question 7 of the SEHS-HE questionnaire

Once chosen the translated questions were associated with a 5-point Likert scale. Below, we note the completed question and incorporated in the final questionnaire (Figure 02).

Figure 02 – Question 7 completed from the SEHS-HE questionnaire

Conclusions

The process of preparation of the questionnaire of socioemotional skills passed the stage of translation and analysis of content satisfactorily, being an alternative for the evaluation of non-cognitive skills in Brazilian students of Higher Education.

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